

DRAFT

Wisconsin's Cooperative Education Skill Standards Certificate Program

Family and Community Services¹

Curriculum Modules²

2002

¹This material was developed and field tested as a result of a project funded under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P. L. 105-332).

²Draft prepared by the Family and Community Services Workgroup, including Joanne Goodlaxson, Mary Hansen, Becky Holdiman, Mary Kennedy, Karen Lindal, Ann Reiser, Ann Staeven, Nancy Strupp, Linda Valiga, Jenny Wilson, and Professor Cheryl Fedje, Project Director. Formal field testing of the curriculum correlated with 12 content and skill standards areas will take place during 2002-2003 in CESA 11. For more information, contact the DPI State Project Consultant, Sharon Strom at 608/267-9088 or sharon.strom@dpi.state.wi.us.

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Structure for the Modules

Introductory Module I

I.a.-d. Title of Directed Activity: For example, Building Components of Understanding

- A. Introduction
- B. Teacher Background/Advance Preparation:
 - 1. Prior knowledge
 - 2. Terminology
 - 3. Resources
- C. Related Wisconsin Model Academic Standards for FCE:
- D. Student Directions and Directed Activities
- E. Assessment
- F. Notes/Options

Module II

II.1.-12. Content and Skill Standards Area Title

Explanation (*italics*)

- Scenario:
- Mobile up-date reminder!

II. 1-12.a-z. Title of Directed Activity: e.g., Organization Investigation

- A. Introduction
- B. Teacher Background/Advance Preparation:
 - 1. Prior knowledge
 - 2. Terminology
 - 3. Resources
- C. Related Wisconsin Model Academic Standards for FCE:
- D. Student Directions and Directed Activities
- E. Assessment
- F. Notes/Options

Student Directed Activities are organized using psychological principles of learning to increase the effectiveness of instruction. Different patterns of ideas and activities accommodate individual differences in learning needs and talents. Some examples include (1) moving from simple ideas to greater complexity and integration of ideas; (2) starting with an impersonal focus and moving to integrate with personal experience, or vice versa; and (3) using inductive/deductive and convergent/divergent activity sequences with opportunity to investigate issues, analyze concrete cases, apply what is learned to in-school group work and simulations, and generalize to everyday life and work experiences.

Support Materials are indicated in the modules by a *Student/Teacher Reference Number* and are included along with the directed activity in the curriculum or cross-referenced as a lettered *Appendix* at the end of this curriculum.

References are available upon request. Selected **references** are cited as relevant within lettered sections of the *directed activities*.

Wisconsin's Cooperative Education Skill Standards Certification Program Family and Community Services Curriculum³

- I. INTRODUCTORY MODULE:** This module consists of four sets of directed activities that provide teachers and students an overview of the course by exploring the 12 content areas and the concepts of advocacy, career possibilities, and community.⁴

Directed Activity I.a.

Title: Building Components to Understanding

- A. Introduction: Studying the 12 content standards areas separately limits the students' ability to understand the relationship that exists among them. Establishing a baseline understanding for how the areas relate will serve as an ongoing instructional tool. As students learn specifics about each area they will develop different ideas about those relationships. In other words, what they think in the beginning will change as they learn more. As a result, they will be able to identify and come to appreciate the interrelationship of concepts and the complexity of issues in family and community services careers.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge
 - Have a clear understanding of the 12 content areas and the student portfolio
 - Prepare list of content area titles and descriptions to be matched
 2. Terminology – See the Teacher Reference #1 on page 2. The terms are listed at the end of this Directed Activity.
 3. Resources
 - Supplies needed to build 12 mobiles, 12 large blocks/boxes or computer screen set up with 12 moveable blocks
- C. Related Wisconsin *Model Academic Standard(s) for FCE*: E
- D. Student Directions/Activities
1. Working in small groups, take an envelope that contains the 12 content areas titles and 12 descriptions and match them. Explain reasons for the matches. Discuss and adjust matches, if necessary. Depending on size and/or nature of the group, create "universal" symbols similar to international travel symbols for each of the content areas on 2-dimensional on paper and a 3-dimensional out of clay. (same design)
 2. Create a mobile to demonstrate the intricate relationship among the components of each content area. The first step is to make the mobile framework. It will consist of a 12 inch metal ring, a tripod hanger made of yarn, ribbon, twine, or wire; 2 center cords-one to hang the content area title and one to hang the 3-D symbol made in the first directed activity. Work with students to predict the intricacies of the relationships among parts.

³Draft prepared by the Family and Community Services Workgroup, including Joanne Goodlaxson, Mary Hansen, Becky Holdiman, Mary Kennedy, Karen Lindal, Ann Reiser, Ann Staeven, Nancy Strupp, Linda Valiga, Jenny Wilson, and Professor Cheryl Fedje, Project Director. Formal field testing of the curriculum correlated with 12 content and skill standards areas will take place during 2002-2003 in CESA 11. This material was developed and field tested as a result of a project funded under the Carl d. Perkins Vocational and Technical Education Act of 1998 (P. L. 105-332). For more information, contact the DPI Project Consultant, Sharon Strom at 608/267-9088 or sharon.strom@dpi.state.wi.us.

⁴**KEY:** The structure for Module I is indicated by the notation Roman Numeral I followed by a.-d. to indicate specific directed activities contained in the module.

3. Using the content area titles and 3-D symbols⁵, label each of 12 blocks or hollow boxes. If technology allows, use computer generated blocks that can be moved around. Arrange the blocks to build a structure that students think shows the interrelationship of the 12 content areas. Ask students to explain their structure. Rebuild structures with new explanations, as needed. Revisit throughout the course to refine structures as new relationships emerge.
- E. Assessment
Using matched content area titles and descriptions, read all nine scenarios and match the titles, descriptions, and scenarios (See Appendix A).
- F. Notes/Options: Throughout the course, new related terms will be hung on the mobiles and students will remodel or rebuild block/box structures and explain their revisions.

Teacher Reference 1: TERMS FOR RELATED CONTENT AND SKILL STANDARDS AREAS

CAREER	1
SUPPORT	1
CONTRIBUTING MEMBER	2
EMPLOYEE DEVELOPMENT	2
MISSION	2
ORGANIZATION	2
PROGRAM DEVELOPMENT	2
COLLEGIAL	3
COMMUNICATION	3
DOCUMENTATION	4
MANAGE	4
REQUIREMENTS	4
EDUCATION	5
SELF-DEVELOPMENT	5
TRAINING	5
COMMUNITY	6
NETWORKING	6
SERVICE	6
SUPPORT SYSTEMS	6
EMPOWERMENT	7
PARTICIPANT	7
ADVOCACY	8
PUBLIC POLICY ISSUES	8
ASSESSMENT	9
FORMAL	9
INFORMAL	9
INTERVENTION	10
LIFE SKILLS	10
RESOURCES	10
FACILITATION	11
IMPLEMENTATION	11
PARTICIPATORY PLANNING	11
CRISIS	12
PREVENTION	12
RESOLUTION	12

⁵ Symbol suggestions for the content area titles in I.a. include: 1-bucket; 2-mortar board; 3-head with big ears, legs, open arms; 4-portfolio with media; 5-training manual; 6-building with people around it; 7-two arms exercising; 8-shoe; 9-scale; 10-jig saw puzzle; 11-guide; 12-circle crossed with forward slash, plus sign, band aid

Directed Activity I.b.

Title: What's for Lunch?

- A. Introduction: Getting students to relate services in the school with services in the community helps them see how important advocacy groups are related to those being served in either setting. This activity will help students recognize what services are offered by their school. They will then transfer that understanding and the support/advocacy groups that initiate, support and evaluate services to the larger community in which they live.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge
Obtain a variety of local resources for students to examine
 2. Terminology: "Support", "Advocacy". This lesson introduces the term "advocacy".
 3. Resources
 - List of local community advocacy groups
 - Use or refine the chart on page four to record answers; make copies for students
- C. Related Wisconsin Model Academic Standards for FCE: C3, D, E
- D. Student Directions/Activities
1. Materials needed: Paper lunch bags with graphic of school on outside of the bag and strips of paper with statements about what was eliminated from the educational environment at your school. Large poster with a picture of a school house with spokes and markers for use on the front chalk or marker board/wall.
 2. Set: Introduce the activity by passing out lunch bags and asking every student to tell what would be in his or her bag to eat for lunch. Sample dialogue follows:
Student: "Don't have any lunch, I eat at school."
Teacher: "What would you choose to pack from the items that you have at home?"
Student Response: (varied)
Teacher: "What is your beverage?"
Student: "Get something from the vending machine."
Teacher: "Sorry, no vending machine. In fact, most services at our school have been eliminated."
 3. Think/Pair/Share: Students decide which services will be eliminated using the statements on the slips in their lunch bags
 - Individuals pull a strip from inside of lunch bag. Read school program or service that has been eliminated.
 - Describe the impact of eliminating this service (working individually)
 - Talk with a partner about their reaction to loss of assigned program or service.
 - Work with a partner to identify a support group or advocate that you could contact to bring each service back. Ask students to define how the word 'advocate' is used in ordinary language.
 4. Sharing in front of large group: Partners present the services eliminated inside school, share impact or consequences that were brainstormed in small group, and write on spokes outside of the school house, the support or advocacy groups that will aide in bringing the service back. Students use the following chart to record answers:

School Programs/Services	Examples of Impact	Support Group/Advocate If Service is Eliminated
--------------------------	--------------------	--

E. Assessment

1. Ask students to address the question: What does our visual represent? Answer: Many School programs and services would not exist without the support of support groups or advocates.
2. Ask students to identify a service within the community that is supported by an advocacy group, such as Meals on Wheels, Habitat for Humanity, Aids Alliance, Humane Society

F. Notes/Options

Sample List of School Programs/Services: Sample Support Groups/Advocates

- | | |
|--|---|
| • scholarships | community groups |
| • extracurriculars | parent organizations |
| • pool | taxpayers |
| • vending machines | student organization, business/industry |
| • speakers | donations/volunteers |
| • bussing | civil rights, taxpayers |
| • health room | county health department, dairy council |
| • library | taxpayers |
| • lunch | USDA Cal counts high enough? economically disadvantaged free lunch program. |
| • guidance | county medical social services |
| • special education (CWD) | American Disabilities Act |
| • pso | police department |
| • computer lab | local business/industry |
| • fire department (drills and equipment) | fire department |

Directed Activity I.c.

Title: Building Community

- A. Introduction: This activity will provide an introductory understanding of the meaning of the word community and various aspects of community life. Students will explore the diversity involved, and develop awareness of different needs and how advocacy for those needs might vary.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge
Review Maslow's Hierarchy of Needs
 2. Terminology: "Advocate", "advocacy", "agency", "community", and "need"
 3. Resources: Newspapers, local phone company yellow pages, scenarios, pamphlets about community, local historical information, chamber of commerce information, list of sample trivia questions.
- C. Related Wisconsin Model Academic Standards for FCE: D3 and D5, A1, A2, A3, A4
- D. Student Directions/Activities

Defining Community

1. As a place to start discussion about possible meanings of community, examine the case, Dale, Multi-Community Woman in Appendix A. In small groups define "community" using a graphic organizer.

2. Develop an awareness of the community, researching information about location and availability of services. What can you find in your community? Build a list of trivia questions.
3. Find news articles about a general need in the community. Talk about being a representative for that need. Sort needs into local, state, national, and world categories. Identify agencies that advocate for family needs, personal needs, and community needs.
4. Conduct a survey or structured interview an agency in the community. Work with Students to develop appropriate questions and discuss interview strategies
5. Use transportation services to community activity sites.

Analyzing Communities

1. Assign case studies to random groups. The case study includes descriptors of various types of communities, such as rural, metropolitan, and urban, including specifics about population density, economic levels, ethnic make-up, types of housing, streets, geographic, businesses, and schools. Giving names that relate to the general description, such as, "Rural", "Mountain", "Inner-city" might add interest. See the sample *Case Study of Rural Community* in Appendix A.
2. After getting acquainted with meaning of "community", each time a factor or aspect of community, family, and personal advocacies is studied, students could (re)analyze their respective community.
 - Example: "Do rural communities have the need for protection? What type exists, for example, Volunteer Fire Dept., County Sheriff? Should there be more services?"
 - Small groups might "role play" a particular community situation, such as its health, economics, aesthetics, and cultural activities, and how different groups might respond to the situation. .
3. Students representing a particular community could be undertake various activities, such as making favors for a real-life community group.
4. Students analyze case studies for types of "ideal" community advocacy needed by each of the communities identified. Students give reasons to justify their reasoning.

Building Communities (Recognize, identify, and categorize a need.)

1. Using newspapers, news magazines, and media websites, students are directed to find several articles that identify a concern or need of a person or group.
2. Clip, copy, or print the articles and label whether it is of local, state, national, or world scope.
3. Separate and make piles of articles into the 4 main categories.
4. Divide into 4 cooperative workgroups, one for each of articles of local, state, national, world scope. Then each group identifies and categorizes the articles for the type of need represented: family need (fn), personal need (pn), community need (cn), or societal need (sn).

E. Assessment

Students match an agency or advocacy group that might help meet the needs identified in the articles identified in D. Defining Community above. Reflect on whether these particular agencies/advocacy groups are present within their own communities.

F. Notes/Options

Directed Activity I.d.

Title: Mapping Your Community

- A. Introduction:
Maps are used to gain a perspective and identify specifics. Creating a map of the students' community will help them know what and where services are available in a particular community. This knowledge will be used in various *Directed Activities* throughout the course.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge
 - Building on previous directed activities, be prepared to lead a class discussion about the general and specific needs in the students' community.
 - Remember to refer back to Directed Activity 1.b to help students connect previous learnings to this task
 2. Terminology: "Map legend"
 3. Resources
Provide a community map for students' to use, for example, a county or city school district map
- C. Related Wisconsin Model Academic Standards for FCE: B (interpreting context), C3
- D. Student Directions/Activities
1. Using the yellow pages, city/county/town promotional information, school mailings, billboards, newspapers, or TV/radio, make a list of agencies and/or services in your community, such as transportation, government, arts and entertainment, health and human services, and education.
 2. Develop a map legend and locate agencies and services on the map.
 3. For each agency or service, write a list of types of assistance available. To determine the type of assistance available, establish contact through telephone calls, email, web site visits, tele- or video conferences.
 4. Display map with lists in classroom.
- E. Assessment
1. How adequate are the number and types of services in our community?
 2. Related to needs in the community, what gaps in services exist, and how can or should they be filled?
- F. Notes/Options

II. CONTENT STANDARDS AREA MODULE:⁶ This module provides a summary of each of the 12 content areas. *Directed activities* to address each area are designed to help students develop skill standards outlined in the Draft of *Wisconsin's Cooperative Education Skill Standards Certificate Program* Student Portfolio on the Department of Public Instruction web site.

II-1 Program and Employee Development

Program and Employee Development refers to the knowledge and skills needed to support the mission and practices of the organization and to be a contributing member of the organization.

- Scenario: Seth (See Appendix B)
- Mobile up-date reminder!

Directed Activity II.1.a.

Title: Organization Investigation

- A. Introduction: It is important to understand how family and community (human) service agencies are organized. Students will gain insight visiting and interviewing community agencies.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge
Develop/obtain a list of agencies in the community; depending on your timeline, you may want to have students develop/obtain this list as another assignment.
 2. Terminology: “mission statement”, “contributing member”, “policies”
 3. Resources
- C. Related Wisconsin Model Academic Standards for FCE: B (interpreting context)
- D. Student Directions/Activities
 1. Interview an organization and develop a presentation to include the following information:
 - Mission statement
 - Purpose(s)
 - Employment policies (including employee reviews and evaluations)
 - Departmental functions
 - Budget process
 - Careers represented
 - Professional terminology common to the specific agency/organization (to be used in II.3.a.)
 2. Students select their presentation method. Some presentation methods include: Video, PowerPoint, display, pamphlet, brochure, or combination of the above.⁷
- E. Assessment
Compile information into an employee handbook for future reference.
- F. Notes/Options: Students contact agencies well in advance to determine their interest and the name of contact person. Work with students to devise appropriate questions; coach them on proper telephone etiquette and skills needed in interviewing.

⁶**KEY:** The structure for Module II is indicated by the notation Roman Numeral II followed by 1-12 to indicate the specific content and skill standards area title and description. Each description includes reference to performance assessment scenarios. The notation Roman Numeral II.1.-12.a.-c. indicates directed activities for each of the content and skills standards areas.

⁷See *Wisconsin's Model Academic Standards for Information and Technology Literacy* for additional examples. This is one place among several in the curriculum guide to show the connection and family and Consumer Education's contribution to these content and performance standards.

Directed Activity II.1.b.

Title: Budget Dilemma

- A. Introduction: The family and community (human) services agency budget affects the services provided. Students need to understand the importance of the budget allotments and their implications.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge: Be prepared to assist students with the following:
 - Research current budgets for agencies.
 - Obtain budget samples and identify budget components.
 2. Terminology: “advocacy”, “equity”
 3. Resources: Students can obtain current budgets from banks, credit unions, government agencies, and Junior Achievement. Show them how to obtain information from the following: Community public records, local newspapers, or company/ agency year-end reports. OR you may wish to provide sample budgets that you have collected from student organizations, service-learning, or entrepreneurial projects/ activities in other courses.
- C. Related Wisconsin Model Academic Standards for FCE: C, D, E
- D. Student Directions/Activities
1. Examine budget samples to find similarities and differences, and then make generalizations about various types of budgets.
 2. Develop a common data chart for use in examining and comparing sample budgets.
 3. Analyze the data chart that was developed in item #2 above.
 4. Determine the potential impact of budget reductions/losses and budget modifications.
For example: *As a large group discuss services provided by selected agencies. Form a consensus on potential budget reductions. Working in small groups with an agency budget, determine a specific sum of money to be cut. Be prepared to defend your decision by proving good reasons and sound reasoning. Consider points of view from the following perspectives, as applicable: Community, family, individuals. Submit a written report addressing the following question: Who are you advocating for and why? Include the following considerations: the points-of-view, consequences, and ethical issues involved in this agency.*
- E. Assessment
- Working in small groups, complete a spending plan to determination of money allocation for a particular student organization project, service-learning class project, community group, or agency. What categories require the greatest amount of money? Least? How are allocations among categories determined? How does the group obtain the money needed to support its activities?
- F. Notes/Options
1. Play Jenga® with budgetary items taped/printed unto blocks.
 2. The county/city has received grant money. Develop guidelines for distribution of the money and justify allocations among the agencies using these criteria.
 4. Apply for a small grant for a student organization, service-learning, AODA, or other other school project. Students develop the budget portion of the grant application using the criteria for this grant.
 5. Relevant FCCLA programs include: Financial Fitness

Directed Activity II.1.c.

Title: Organizational Building Blocks

- A. Introduction: It is important to understand how members of human service agencies contribute to the success of the organization.

- B. Teacher Background/Advance Preparation:
1. Prior knowledge: Review presentations from 2.a. looking for policies, mission statements, roles and responsibilities of members, including an organization chart or list showing the chain of command.
 2. Terminology: Refer to terms in II.2.a. and II.2.b above.
 3. Resources: See Tom Jackson's books listed under F. Notes/Options below.
- C. Related Wisconsin Model Academic Standards for FCE: C, D
- D. Student Directions/Activities
1. Read Seth's Scenario in Appendix B. Address the following question: How does concrete personal experience contribute to the knowledge, attitudes, and skills brought to an organization?
 2. In advance of building day, divide students into teams. Students develop an action plan that includes a list of supplies to bring to class for building a stable, supportive, free standing structure which will stand for at least one full minute.
 3. On building day, direct the students to build a "Build a stable, supportive, free standing structure which will stand for at least one full minute." Allow students a set amount of time for building, but include enough time for discussion/reflection during the building process.
 4. After they finish the structures, ask students to complete the following reflection questions. Follow-up with large group discussion of selected questions.
- Project Reflection Questions:***
- *What items were included in your plan of action and how detailed was it?*
 - *How did the actions you took compare to your plan of action? If you deviated from your plan, explain why.*
 - *What did individual members contribute to implementation of the plan?*
 - *What conclusions can you make about your teamwork skills*
 - *What challenges/successes did you have?*
 - *How did you deal with the unexpected?*
 - *What role did verbal/nonverbal communication have?*
 - *How stable was your structure? What changes would you make?*
 - *What is the relationship between the following: How do the parts of the structure relate to the whole? How does this relate to the structure of the organization?*
 - *How did your own and other's attitudes and feelings change throughout the building process?*
 - *What is the relationship between attitude and job performance.*
 - *What am I learning? Why is it important? How will I use it? How does this relate to me and my future in the family and community (human) services field?*
- E. Assessment
1. Complete and hand in answers to questions.
 2. Self/group evaluation: "What does it take to be a contributing member of an organization?"
- F. Notes/Options
- This activity is based on various exercises in Tom Jackson's books, for example: *Activities That Teach* (1993), *More Activities That Teach* (1995), *Still More Activities That Teach* (2000), published by Red Rock Publishing. Copies can be obtained from the Active Learning Center, 1-888-588-7078 or www.activelearning.org

- When groups return with materials, restructure the groups because members are leaving the organization or there have been additional budgets cuts. Remove a resource and give it to another group.

II-2 Career and Educational Support

Career and Educational Support refers to the knowledge and skills needed to mobilize the resources and support required to help participants reach their career and educational goals.

- Scenario: Alex and Tom (Appendix F)
- Mobile up-date reminder!

Directed Activity II.2.a.

Title Moving On: Community Career Opportunity

- A. Introduction: Students will most likely have done some personal assessment in previous courses. In order to clarify their career and education goals as well as those of the participants at various agencies/community-based organizations, continued personal assessment is desirable. Of particular interest are assessments on identifying interests and aptitudes, employability skills, and job training opportunities.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge - Assemble the following:
 - A variety of resources and support materials.
 - Information about the process of determining interests and aptitudes and how they affect goals.
 - Current list of career development and employability skills.
 - Descriptions for interviewing skills.
 2. Terminology: “employability skills”, “community resources” (including agencies and potential employers)
 3. Resources

Examples of assessment tools, such as Bridges, WISCareers, and SCANS.
- C. Related Wisconsin Model Academic Standards for FCE: C, E, F
- D. Student Directions/Activities
 1. Have students take career skill, attitude, aptitude, employability skill, and interest inventories. You may want to involve the school counselor or career resources staff in the identification of inventories and/or their administration. Work with students to make sense of these data. Encourage them to use these results when considering potential careers related to family and community (human) services.
 2. Investigate community resources related to community and educational support, for example, Goodwill, technical college, DVR, career development, or resource center.
- E. Assessment

Apply information about personal assessment, goal setting, community resources, and the job search process to a potential participant case study.
- F. Notes/Options
 1. Develop additional case studies based on community or potential participant information, as needed.
 2. Develop role plays to take the place of or enhance case studies.

II-3 Communication

Communication refers to the knowledge and skills needed to establish collegial relationships.

- Scenario: Tim (See Appendix C)
- Mobile up-date reminder!

Directed Activity II.3.a.

Title: Clearly Communicating

- A. Introduction: Emphasize the importance of clear communication and how different aspects of communication that affects rapport and credibility with others.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge
Develop a scoring rubric for effective communication in the workplace to use with the role-plays listed in E. below. Handout to students in advance of the role-plays.
 2. Terminology: “communication”, “collegial”
 3. Resources
 - Texts about *habits of the mind*, for example, Robert J. Marzano, *Teaching with Dimensions Of Learning*, ASCD, 1992; Robert J. Marzano & Associates’, *Assessing Student Outcomes*, ASCD, 1993; and John L. Brown, *Observing Dimensions of Learning in Classrooms and Schools*, ASCD, 1995.
 - Invite a resource person on communication in the workplace to present to the class, such as Human Resources Personnel, staffing company, Technical College Instructor, or Extension Agent. See D.3-4 below.
 - Obtain a copy of the Family, Career and community Leaders of America (FCCLA) STAR Event on Interpersonal Communication
 - Obtain a copy of the Interpersonal Characteristics and Skills Inventory (see the DPI WINSS web site) or *Wisconsin’s Youth Leadership Skill Standards Certificate Program Portfolio*
- C. Related Wisconsin Model Academic Standards for FCE: C.1
- D. Student Directions/Activities
 1. Identify someone you know who is a “good communicator” and describe the characteristics of that person.
 2. Watch the video “Patch Adams”.
Describe different means of communication used by the characters in the movie. Give specific examples of when you thought their communication methods were effective and why. Give examples of when you thought their communication methods were ineffective and why. Consider the following questions:
 - *How does communication affect rapport with other people?*
 - *What were the commonalities between effective communicator and ineffective communicators?*
 - *What conclusions can be drawn from your observations about:*
 - different means of communicating?*
 - giving feedback?*
 - receiving feedback?*
 - active listening?*
 - nonverbal communication?*
 - respect for others?*
 - verbal/nonverbal clues?*
 - professional/technical communication?*

3. In preparation for the resource person's presentation on communication in the workplace, ask students to identify a communication problem that they have experienced or heard about in their own/another workplace. For example: Someone being reprimanded in the presence of others for using foul language in front of clients/customers. Students quickly brainstorm for other examples of communications problems that might arise in the workplace. As a class, generate a list of questions to ask the resource person about the topic, communication.
4. Presentation by resource person on communication in the workplace followed by Q&A using list of student questions. You might want to share some of the questions with the guest prior to the presentation.
5. Using information from the presentations in II.1.a. on "Organization Investigation" and your own work experience, complete the following activity:
Directions. *Develop four lists that match terms, definitions, and careers, including the following categories: appropriate terms, inappropriate terms, family and community services careers, and definitions of terms. Write a paragraph explaining "Why is it important to learn and use professional language?" as evidence that you understand how knowing and using professional language gives you more credibility.*

List of Terms Related to Communication in the Workplace

Appropriate Terms	Inappropriate Terms	Careers	Definitions
-------------------	---------------------	---------	-------------

E. Assessment

1. Analyze the communication depicted in the Tim Scenario in Appendix C using the criteria for effective communication listed on the scoring rubric provided by your teacher.
2. Role-play the following vignettes using effective communication (the criteria for effective communication are listed on the scoring rubric provided by your teacher).
 - A young student nurse doing clinicals in a nursing home is confronted by several aggressive residents.
 - An inexperienced childcare worker needs to set up a conference with his/her supervisor.
 - A first responder needs to explain a diagnosis to the hospital of an overly excited 15 year old that just crashed the car he was driving with 3 other passengers.
 - An experienced social worker that now meets the distraught parents of a 13-year-old teen who has been referred to Juvenile Intake.
 - A prison guard who's been in the profession a long time now visits with a Family and Community Services class about the pros and cons of his/her career.
 - A trained recreation leader just starting a new job now meets his/her first group, a group of 15 excited 4th graders.

F. Notes/Options

1. Review a videotape without sound. Critique nonverbal communication.
2. Note that terminology use depends on individual sites within the community.
3. Ask students to prepare for the FCCLA STAR Event-Interpersonal Communication

II-4 Documentation

Documentation refers to the knowledge and skills needed to manage organizational documentation requirements.

- Scenario: Erica and Julie (Appendix F)
- Mobile up-date reminder!

Directed Activity II.4.a.

Title: Data Sifter: On the Write Track

- A. Introduction: Keeping and referencing accurate records is a key skill needed in family and community (human) services careers. Record keeping must be done in a timely manner, in accordance with confidentiality and ethical practice, and make use of current technology.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge
Develop a lunchroom observation form for use with the observation task in D.2. below, including (a) food choices by students; (b) size of groups at tables; (c) length of time taken to eat; (d) disposal of garbage and trash; (e) social interaction, such as who talks to whom, how often, reactions, and body language; and (f) supervisor's behavior. Also include very specific directions to the students about the due date for which there are no exceptions and the stipulation that the record must be neat!
 2. Terminology: "documentation", "confidentiality", "ethical", "literacy", "legal requirements", "objective", "subjective", "accurately", "coherent", "neatness"
 3. Resources
Obtain or have students obtain a collection of documentation samples for use in item D.3, such as: Daily News (Comedy Central); Evening News (regular TV); Time; Enquirer; evening newspaper; radio (public or talk shows); TV talk shows such as Oprah or Springer; accident report; time clock; 1040 Quick Form for state & federal income taxes; ACT; ASVAB; grade book; EOB from insurance; medical license renewal; medical history forms; media center; and computer programs.
- C. Related Wisconsin Model Academic Standards for FCE: C.3, D, F
- D. Student Directions/Activities
 1. Select a famous person for whom you can find 5 statistics that indicate they are exceptional, for example: Batting average, number of platinum CD's or Grammy awards, number of patents, number of publications, and so forth.
 2. With your partner or small group, complete the 'lunch observation' form provided by your teacher. Notice that you are asked to observe (a) food choices by students; (b) size of groups at tables; (c) length of time taken to eat; (d) disposal of garbage and trash; (e) social interaction, such as who talks to whom, how often, reactions, and body language; and (f) supervisor behavior. The due date is _____. There are no exceptions. Your work must be neat!
 3. Review a collection of documentation samples. Compare different reports of the same situation, for example, accounts of racial incidents in the newspaper.
 4. Write generalizations about what you learned collecting information in #1, making observations in the lunchroom and comparing your findings with others in #2, and identifying the intention of report(er) in the news account from #3.
 5. How could these data be interpreted and used in every day life and work situations?
 6. Prior to interviewing employees/employers or listening to a panel discuss legal rights, requirements, and confidentiality issues related to documentation, ask students to do a personal reflection on how they would feel if their grades, height and weight, test scores, driving records, and the amount of money donated at a school fund raiser were made public over the school communication system.

7. Invite to class or visit with school personnel, such as guidance, office, district, and pupil services staff to learn about the system used to collect, interpret, and process student and school data. Talk about what is collected, how it's organized and why, how it's used in the educational process, its degree of effectiveness and efficiency, and legal/ethical issues related to student data.
- E. Assessment
1. Select a video clip that shows an interview between two people in an agency situation, such as a client or participant with a job interviewer or supervisor. For example, view any of the following: Erin Brockovitch, Patch Adams, Rain Man, or something else of your own choosing. Ask students to write a summary of what they observed taking place, including issues related to legal rights, requirements, and confidentiality.
 2. Do peer editing to improve on the quality of the documentation submitted from the lunchroom observations. Develop a consensus about the criteria to use, including objectivity, neatness, accuracy, specificity, and so forth.
 3. As follow-up develop a set of standards for effective documentation. Apply these criteria analyzing Shawn, the sample letter to a scholarship fund in Appendix D.
- F Notes/Options: See sample ideas for the collection of documentation samples above under B.3. Resources.

II-5 Education, Training, and Self-Development

Education, Training and Self-Development refers to the knowledge and skills needed for self-improvement and pursuing further education/training.

- Scenario: Judy (Appendix F)
- Mobile up-date reminder!

Directed Activity II.5.a.

Title: Traveling the Career River

- A. Introduction: Choosing and training for a career is similar to a river. The river bed is the basis for where and how the river flows. Bridges, dams, droughts, and rain fall affect the river, some of which can be controlled and some just happen. The 'self' is like the river bed, it provides the basis for making career decisions. Education and training direct the flow of one's career. Encourage students to think about their own career river travel/ journey.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge: Develop a scoring rubric for use in assessing of personal stories (E).
 2. Terminology: "certification", "licensing", "goal setting", "life-long learning", "in-service", "pre-service", "personal development", "professional development", "collegial relationships", "networking", "reflection"
 3. Resources: Provide material for students to review to identify the strategies and attitudes involved in peer teaching. Some books/videos include: *FISH!*, *The Very Nice Things*, *Who Moved My Cheese*, *Zax*, *Lorax*....
- C. Related Wisconsin Model Academic Standards for FCE: C, D, E, F
- D. Student Directions/Activities
 1. Pose these questions: Where do you see yourself now? Is this where you think you'll be in 5 yrs.? 10 Yrs?
 2. Respond to one of these analogies: "How is 'being a river' like your possible self-development?" or "How is self-development like 'being on a river journey'?"
 3. Choose a book/video could be used to "teach" about self-development (DPI's publication, *Teaching Character Education Using Children's Literature* contains an

extensive PreK-12 annotated bibliography of children's literature, both fiction and nonfiction). Present the book/video as a teaching tool to the class. Ask students to develop a thematic lesson, including an introduction, directed activities, and reflection questions for use in teaching peers about self-development.

4. As an on going activity, set aside time periodically for students to exchange ideas in class about professional improvement, such as reports of on-the-job workshops attended; journal article reviews; training videos; classroom, co-curricular student organization, or service-learning experiences; technical college seminars; TV programs; local agency presentations; emerging trends, developments, resources....
5. As an on going activity, time is set aside periodically for student to give an update about personal assessment, goal setting, identifying and reacting to criticism, and other suggestions for self improvement and professional progress. Refer back to work done in II-2 Career and Educational Support. Use Shawn, the sample letter to a scholarship fund in Appendix D as one of several ways recommendations and evaluations from others can be used in personal assessment. Discuss how information contained in the letter might influence self development.

E. Assessment

Write a story about your own self-development and future plans, including identifying personal strengths and areas that need improvement, accepting criticism about performance, applying suggestions for improvement, and reflecting upon the results. Provide students a scoring rubric and discuss the criteria before students write their stories.

F. Notes/Options

II-6 Community and Service Networking

Community and Service Networking refers to the knowledge and skills needed to assist participants in identifying and gaining access to support systems.

- Scenario: Kendra and Josh (Appendix F)
- Mobile up-date reminder!

Directed Activity II.6.a.

Title: Net Quest

- A. Introduction: Often those needing services are unaware of what's available for them. It is important that family and community (human) service workers know how to connect a participant with the appropriate service. Through networking, the worker will know more about what options exist and how to access them.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge: Students have defined community, analyzed the needs of people in various communities, and located services and service agencies in their own community. Review, as needed.
 2. Terminology: "informational interviewing", "outreach", "obstacles", "support system"
 3. Resources: Scenarios to practice identifying community resources; community speakers; and the community resource map developed in I.d. The handbook *Know Your Community* by Bryan Samuals, Nilofer Ahsan, & Jill Garcia. Chicago, IL: Family Resource Coalition (1995) provides a step by step guide to community needs and resources assessment.
- C. Related Wisconsin Model Academic Standards for FCE: C, E
- D. Student Directions/Activities
 1. Assume that you are a counselor for a teen pregnancy center, suicide hotline, family violence center, eating disorder clinic, or HIV/AIDS testing center. A young couple

- comes in and appears to be very nervous. Generate a list of questions that you could ask to learn more about their needs, goals, support system, and community awareness.
2. Review completed exercises in Directed Activity I.d.
 3. Using yarn or other coding method, locate on the community map the agencies or services the couple could access. This illustrates the network of support systems that could provide services to the couple.
 4. Brainstorm a list of possible obstacles involve in connecting the participant with the service needed, such as insurance, money, physical disability, bias or prejudice, and availability of transportation.
 5. Ask students to predict the consequence of the barriers and suggest ways for the couple to overcome/minimize these obstacles.
 6. Develop your own informational interview forms for compiling information about the agencies and services, such as how the agency responds to the participants' needs/ goals, referral processes, costs, timeline, funding, contact person, hours, legal issues, transportation, medical necessities....
 7. Role-play a mock telephone contact with a local agency support system.
 8. As part of an actual interview, use the form you developed. Invite a contact person to be a resource person for the class.
- E. Assessment: Add the results of the informational interviews to the community resource map in a concise and creative way.
- F. Notes/Options:

II-7 Participant Empowerment

Participant Empowerment refers to the knowledge and skills needed to advocate for the individual(s) being served, including the support and information necessary to build self-esteem, assertiveness, and decision-making so that participants can lead self-determining lives.

- Scenario: John and Steve (Appendix F)
- Mobile up-date reminder!

Directed Activity II.7.a.

Title: Who's in the Driver's Seat

- A. Introduction:
- So much energy is expended around the concept of power. There are pills and programs that give or increase your power to talk, flex, and control. This unit is designed with the participant in mind. Students learn to help they people you work with (participants) have more control of their lives by putting them in the "driver's seat".
- B. Teacher Background/Advance Preparation:
1. Prior knowledge: It is important to understand terms related to power and rights; read the entire set of directed activities before introducing them to students.
 2. Terminology: "participant" "empowerment", "power", "rights"
 3. Resources: Include leadership activities, for example, activities from the book of more than 287 games, *Still More Games Trainers Play, Volume II* by Edward Scannell, John Newstrom, & Carolyn Nilson, McGraw-Hill, 1998 or the Tom Jackson books listed under Resources in II.1.c . Organizational building blocks.
- C. Related Wisconsin Model Academic Standards for FCE: C.2, D
- D. Student Directions/Activities
1. The teacher adopts the persona of being all-powerful through dress, body language, organization, speech/voice, and so forth.

- a. Order students to read a list and tell them that after a few minutes they will complete tasks: (**Teacher Note:** completion of these tasks would violate certain civil, human, and legal rights), such as
 - Write down your SS# on a post-it note and place on bulletin board.
 - Give me your driver's license or picture I.D.
 - Only males, take off you shoes and socks.
 - Only females, come up to the basket and take out \$5.
 - Students over 17 years old, move all the furniture to the north side of the room.

STOP THE STUDENTS before they do any of the tasks! Ask students questions and continue to probe their thinking to encourage open discussion about control and power. For example:

- What were your reactions during the first 10 minutes of class?
 - What emotions were evoked by teacher actions and orders?
 - What reactions did you see on the part of other students?
 - When have you had similar feelings?
- b. Use a continuum on the board with the words “powerless” and “powerful” on each end. Ask students to tell a story or draw a picture about a personal situation that illustrates each end of the continuum. Then ask them: What does the word ‘power’ mean to you? See F. Notes/Options below.
 - c. On the board, erase “powerful” and “powerless”, write the word “empowerment”. What do you think this word means? Read handouts, articles, or stories that have to do with powerful, powerless, and empowerment. Construct and complete a chart that compares the meaning of powerful, powerless, and empowerment. The chart might include: definition, application to human services, characteristics, strategies, limitations, Then ask students to address these questions:
 - What similarities and differences do you see in the information in the 3 columns?
 - What conclusions can you draw about the word empowerment?
 - How can these ideas about empowerment be applied to your personal life?
 - How can these ideas about empowerment be applied in Family and Community (Human) Services careers?
2. Think back to our initial role-play (“teacher on a “power trip”). Why do you suppose I stopped you before you completed any of the tasks?

Teacher Note: It's important to remind students that they DID NOT have to do any of the tasks, unless they chose to do them. Also, make sure you complete this part of the directed activity in one class period in order to avoid any confusion on the part of students about violation of rights.

Next, introduce the topic of rights. Indicate that there are three types of rights that you have in a democratic society. They are: CIVIL RIGHTS, HUMAN RIGHTS, and LEGAL RIGHTS. Divide students into three groups. Assign one type of rights per group. Ask each group to find web sites related to their category and to examine the sites for information to use in formulating a written definition for their category of rights. Each group should be prepared:

- a. Define what their term means
- b. Give specific examples of rights from related to their category
- c. Explain, for each example, how that could apply to your work in Family and Community (Human) Services.

- d. Challenge: Find magazine and/or newspaper articles that show examples of each category of rights in the news.
3. Give examples of when individual rights have been: Abused? Given up? Unidentified? Individuals felt that something was amiss?
- E. Assessment
 1. What conclusions can you draw about the relationship between rights and the need for empowerment?
 2. Ask students to consider an analogy. Show a toy car. Ask them “Who should be the driver and who should be the passenger in the relationship between the participant and the professional?” Encourage students to view the participant as the driver making informed choices, following through with their responsibilities, and taking educated risks. The professional’s role is to assist participants in developing strategies, reinforce their assertive behaviors, and provide support.
- F. Notes/Options
 1. Richard deCharms classroom experiment treating students as “pawns” versus “origins” would be useful in preparing for Directed Activity D.1.a. See *Personal Causation*, Academic Press, Inc.
 2. Janet Hagberg’s book, *Real Power: Stages of Personal Power*, describes six progressive stages of personal power: Powerlessness, Power by Association, Power by Achievement, Power by Reflection, Power by Purpose and Power by Wisdom. [See the *Personal Power Profile* (PPP), an inventory based on the Real Power book. The PPP provides (1) individual insights on stages of personal power; (2) can be used as a preparatory tool for courses in leadership, power, and management; (3) provide a discussion tool for use by managers and employees; and 4) self-assessment tool for use in personal renewal. Seventy questions are answered on a scale of 1-5 (1=Not descriptive of me to 5=Very descriptive of me). The PPP is self-scored and answers are plotted on an answer grid. For more information visit the web site: http://www.personalpowerproducts.com/p_leadership.htm.

II-8 Advocacy

Advocacy refers to the knowledge and skills needed to identify and use strategies that address public policy issues that relate to children and families.

- Scenario: Jack, Bill, and Susan (Appendix F)
- Mobile up-date reminder!

Directed Activity II.8.a.

Title: Fair Play

- A. Introduction: A successful advocate not only needs compassion and energy, but also accurate and complete data. Being informed about an issue requires recall, networking, and research. Using that information as an advocate requires practice. Students examine a scenario, study a specific issue, develop, conduct, and present an advocacy project.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge: Consider your own role and experience as advocate. Share personal accounts. You may want to ask students to share personal examples as well.
 2. Terminology: “public policy”, “advocate”, “public”, “private”, “agency”, “barriers”
 3. Resources:
 - Source for fair housing policy from local community.
 - The handbook *Know Your Community* by Bryan Samuals, Nilofer Ahsan, & Jill

Garcia. Chicago, IL: Family Resource Coalition (1995) provides a step by step guide to community needs and resources assessment.

C. Related Wisconsin Model Academic Standards for FCE: A, B, C, D

D. Student Directions/Activities

1. As a class, explore the meaning of the term, advocate. How is advocate used in ordinary language. Post the class definition. Examine the Jack and Bill scenario for additional information about the advocate's role. Use these new understandings to refine the class definition. Return to this definition following activities 2 and 3.
2. Students are responsible for obtaining copies of the fair housing policy from their community. After reading the policy to identify and define unfamiliar terms, students develop a list of positive and negative consequences of the policy. Ask students to reflect on possible uses of this information. What might be done to improve housing in the community? Follow-up with a discussion of the advocate's role in addressing public policy issues. Refine the class definition.
2. Invite someone from the community to talk to students about his or her role as an advocate. Include ideas, such as challenges, achievements, feelings of satisfaction and frustration, barriers, resources, and so forth. Refine the class definition.

E. Assessment

Conduct an advocacy project in the community. Use the practical reasoning process to identify a significant community need/concern and judge what to do in the specific situation. For example, depending on the community, significant concerns might focus on

- Prevention of accidents or injuries on a local playground;
- Requests for volunteers to meet community needs, e.g., after school reading buddies; or
- Spokespersons for homebound elderly persons request assistance with grocery shopping, letter writing, or record keeping.

After investigating the issue and determining what can/should be done in the situation, use the FCCLA planning process to develop specific action plans, including documentation of results and evaluation of the project. Students complete projects and present results to the class. Refine the class definition.

F. Notes/Options: Review Family and Consumer Education curriculum guides for samples and support material related to practical reasoning and individual, family, and community action projects. Obtain service-learning materials available on the DPI web site and from CESA Service-Learning Staff. For example, the DPI publication, *Learning From Experience*, contains teachers' stories about standards-related service-learning projects in different subject areas. Consider engaging students in the service-learning mini-grant application process.

II-9 Assessment

Assessment refers to the knowledge and skills needed to obtain meaningful and useful information to use in formal and informal appraisals.

- Scenario: Elena and Judy (Appendix F)
- Mobile up-date reminder!

Directed Activity II.9.a.

Title: Take Measure

A. Introduction: To accurately and efficiently support or advocate for an individual participant, assessments are a necessity. The quality and reliability of information gathered through these assessments determines the recommendations made and actions

- taken. Skills required include selecting and administering assessments, interpreting data, and following confidentiality guidelines.
- B. Teacher Background/Advance Preparation:
 1. Prior knowledge: Interview various agencies to understand the extent to which assessment is used. Secure copies of assessments used in the community.
 2. Terminology: “recommendation”, “confidentiality”, “relevant”, “validity”, “reliability”, “objective”, “subjective”, “anecdotal”, “formal”, “informal”, “policy”
 3. Resources: Invite a panel of assessment professionals to class. Ask them to address specific competencies (1 a-c, 2 a-d, and 3 a-c)
 - C. Related Wisconsin Model Academic Standards for FCE: B, C, D
 - D. Student Directions/Activities
 1. Use an assessment warm-up activity prior to the panel of professionals’ presentation. Students take a variety of assessments that come from newspapers, magazines, the internet, or consumer marketing surveys. Discuss who, what, when, why, how (means/methods) involved in the assessments. Use this information to develop a general understanding of the term, “assessment”, and the assessment process.
 2. Invite a panel of professionals who administer on-the-job assessments representing a variety of qualities and skills involved in Family and Community Services. Ask them to discuss the assessment process. Coach students on developing questions for the panelists. Consider inviting professionals to represent alcohol and other drug addictions, financial planning, vision, hearing, & speech assessment, physical therapy, Big Brothers/Sisters, employment/career assessment, speech therapy, psychological assessment, elderly competence, Children With Disabilities - LD, ED, CDB....
 - E. Assessment
 1. Read the Elena and Judy scenario as a practice sample to address the following questions:
 - Who might make referral?
 - What data is need?
 - What assessment would be ordered or administered?
 - How is the assessment administered?
 - What is the purpose or benefit of the assessment?
 - What confidentiality issues must be considered?
 - How might assessment results be interpreted and/or used?
 2. Write and/or read other case studies and answer the same questions.
 - F. Notes/Options: Revisit interviews prior to course for ideas to set up the panel.

II-10 Life Skills Development

Life Skills Development refers to the knowledge and skills involved in matching specific resources and interventions based on participants’ needs/goals.

- Scenario: Niles and Joe (Appendix F)
- Mobile up-date reminder!

Directed Activity II.10.a.

Title: Adaptation Station

- A. Introduction:
Since community agencies support the development of participants’ life skills, students need to identify a participant’s needs and goals, available resources, and possible actions.
- B. Teacher Background/Advance Preparation:

1. Prior knowledge: Identify community resources/agencies, such as Lions/Lioness Organization, Friends Against Violent Relationships (FAVR), abuse center....
 2. Terminology: “resources”, “interventions”, “needs”, “goals”, “management”, “therapy”, “sensitivity”, “privacy”, “autonomy”, “dignity”, “adaptive”, “supportive relationships”, “enabling relationships”, “destructive relationships”
 3. Resources
 - Catalogs of equipment/supplies sent to agencies.
 - Children with Disabilities (CWD) staff within the school district.
 - Internet resources on adaptive equipment, services....
- C. Related Wisconsin Model Academic Standards for FCE: A, B, C.3, F
- D. Student Directions/Activities
1. Students work individually or in small groups to identify adaptive equipment, companion pets, community resources, and intervention services available to meet the needs of specific participants, such as blind, people with physical disabilities, abused, MS, hearing impaired, poverty.... See the following reference for ideas about building productive relationships between individuals with disabilities and the community, specific case studies, a diagram on strengthening partnerships, and a chart showing how local individuals with developmental disabilities can become connected with actual partners residing in their own community: *Building Communities from the Inside Out: A Path Toward finding and Mobilizing A Community's Assets* by John Kreutzman & John McKnight, Chicago, IL: ACTA Publications, pp. 73-81.
 2. Consult with agencies to identify proactive spokespersons for special populations to serve as panelists. Ask panel members to address reflective questions. Panel members might include individuals at school with special needs, wheel chair, hearing impaired, blind....
 3. Managing activities- assign students a disability and have them complete a specific task, such as wheel chair, blind, cognitively disabled, physical feeding/bathroom), household (laundry/cleaning), dressing, shopping....
 4. Sensitivity activities- select and or develop activities that help students think about respect, privacy, autonomy, dignity, priorities, values, culture, and preferences. For example, see the following resource and planning guide that supports commitment to excellence, equity, diversity, and inclusiveness - *Educating All Our Children*. Madison, WI: A Joint Project of WI Department of Public Instruction, CESA 2, and Keyes Consulting, Inc., 1999. Sections are activity-based and center around themes related to team and vision development, taking stock of the target system, focusing and planning the dram, expanding partnerships and implementing the plan, maintaining change or revising the plan.
- E. Assessment: Ask student to respond orally/in writing to these questions:
- What surprised you the most from the completing the four activities?
 - What are the challenges involved in matching resources to participant needs?
 - What are the rewards?
 - What are some examples of strategies that can be used to demonstrate sensitivity to participants' needs? Example: Being personable when completing an uncomfortable task
- F. Notes/Options

II-11 Facilitation of Services

Facilitation of Services refers to the knowledge and skills needed for participatory planning and implementation of plans.

- Scenario: Sara and Jean (Appendix F)
- Mobile up-date reminder!

Directed Activity II.11.a.

Title: Step-by-Step

A. Introduction:

Students need to understand that the creation of a complete picture or successful project requires taking appropriate steps in a correct sequence with the appropriate people involved. Implementation requires making the right connections and adjustments based on feedback.

B. Teacher Background/Advance Preparation:

1. Prior knowledge

Identify services in the community

Review assessment information

Stress the relationship between services and assessment

2. Terminology: “facilitation”, “collaborative”, “ethical standards”, “individualized action plans”, “feedback”

3. Resources:

- See the following reference for ideas about building productive relationships between individuals with disabilities and the community, specific case studies, a diagram on strengthening partnerships, and a chart showing how local individuals with developmental disabilities can become connected with actual partners residing in their own community: *Building Communities from the Inside Out: A Path Toward finding and Mobilizing A Community’s Assets* by John Kreutzman & John McKnight, Chicago, IL: ACTA Publications, pp. 73-81.

C. Related Wisconsin Model Academic Standards for FCE: A, B, C, D

D. Student Directions/Activities

1. Play a game that relies on sequencing or step building to be successful. Some examples include: Sequence, Connect Four, Dominoes, Solitaire, Free Cell
2. Complete a series of reflection questions about playing the game(s), such as Why is the order important? How do people approach ordering the steps differently? Why might one approach be more effective than another? How do you determine which is most effective?
3. After analyzing some examples, create a generic planning process, such as the one used in FCCLA. Brainstorm ideas and organize them into a procedure that can be used in community action/service learning projects.
4. Read just the first part of the Sara and Jean Scenario. Develop a plan of action to facilitate services for Sara. Consider the following: profile, needs and wants, services, access to financial, openings, qualifications, etc, and possible/realistic/best match.
5. Read the rest of the scenario. Discuss Jean’s plan of action to facilitate services for Sara. Compare your plan with Jean’s.
6. What steps did each take? How important was the order of the planned steps? What steps still need to be done?

E. Assessment: Create a plan of action for a service project; refine the planning process created in Directed Activity #3 to include the evidence used in Directed Activity #4; put the service project in action; and evaluate the project.

- F. Notes/Options: A sample community services project includes: Start a school welcome center, (1) develop a participant profile (2) identify the needs and wants of visitors/new students; (3) identify services that currently exist – financial, location, access, qualification, management of resources; and (4) determine and evaluate options.

II-12 Crisis Prevention and Resolution

Crisis Prevention and resolution refers to the knowledge and skills needed to address potential crises.

- Scenario: Tom and Dana (Appendix F)
- Mobile up-date reminder!

Directed Activity II.12.a.

Title: Tool Box

- A. Introduction: Through the study of previous course content, students have acquired knowledge and developed skills that will empower them to prevent, manage, and/or resolve crises. This lesson will demonstrate the importance of prior preparation.
- B. Teacher Background/Advance Preparation:
1. Prior knowledge: Resources in the community.
 2. Terminology: “crisis”, “resolution”
 3. Resources: Collected over the course of the semester.
- C. Related Wisconsin Model Academic Standards for FCE: A, B, C, D, E, F
- D. Student Directions/Activities
1. Preview Tool Box and its contents. Ideas for tool box include: phone book; communication skills - plastic phone (listening), megaphone, glasses (seeing); puzzle-take picture of the community and cut into pieces; envelope with stamp; community resource guide; positive attitude; savings book (bank); rain coat (general protection); ear plugs (not hear negative statements); planner (set goals); resumé (job skills); rubber band (flexible); course offerings (expand knowledge); insurance plan; picture of a family; gloves (plastic); band-aid; book (faith/Chicken Soup for the Soul); coach; first aid supplies...
 2. Small groups brainstorm multiple uses for the items within the box. Each group has 1-3 items-consider display of items for later use.
 3. Group answers from brainstorming process into categories, for example:
 - Response: Example 1: Thank you note
Example 2: Letter to editor/complaint
 - Prevention: Example 1: Send a flyer out about meeting on depression
Example 2: Send a letter to a legislator supporting a bill
 4. Address these questions: What actions do people take when there is a crisis? To prevent? To respond?
 5. How do you/we define crisis? What are characteristics of a crisis? Ask student to respond extemporaneously with no time to think, under pressure
 6. Brainstorm examples of different kinds of crisis for each of the following categories: Personal, family, community, societal, global
 7. Identify different ways that these crises could be regrouped or classified, for example, physical, emotional, psychological, and environmental.
 8. Engage students in a small group investigation: Given a crisis scenario, for example, depression, suicide, accident, injury, substance abuse, physical/emotional abuse, legal, financial, loss of home, loss of job, natural/national disaster, crime... identify:

- a. Impact at all levels-personal, family, community, school, town, society, global
 - b. Prevention strategies for crisis
 - c. Resolution strategies
- 9. Conduct a Community Prevention Project – Use the practical reasoning process. Teams brainstorm genuine, significant community needs, then select one to focus on for this project, develop a plan of action, implement the project, determine results and evaluate. Select the media format that fits your purpose and your audience, such as PowerPoint presentation, poster/flyer, website development, illustrated talk to eldercare; teach a lesson crisis prevention to elementary or middle school students, display case, or pamphlet. Set aside sufficient time for presentations in class.
- E. Assessment: Reflective Writing: Respond to the following statement based on the unit in crisis prevention, “It takes a community ...”
- F. Notes/Options
 - 1. Small group scenarios and examples of response groups.
 - Fire/burns.....EMT
 - Difficulty breathing....Fire
 - Broken bones.....Rescue
 - Poisoning.....County nurse
 - 2. Relevant FCCLA Programs include - Stop the Violence, Peer Mediation and Conflict Resolution. Families First-discussion cards

Ideas for closing activities for the entire module:

- 1. Personal reflection on job/observation experiences
- 2. Personal reflection on one’s fit to a career in Family and Community Services.
- 3. Personal reflection on this community as a place to live, if I needed services.
- 4. Personal reflection on the “mobile experience”.
- 5. Group reflection on the “building blocks experience”.
- 6. Course evaluation.

Appendix

- A Dale, Multi-Community Woman
Case Study for Rural Community**
- B Seth Scenario**
- C Tim Scenario**
- D Shawn, Letter to Scholarship Fund**
- E Other Standards-Related Performance
Assessment Scenarios**

Appendix A

I.c. Building Community

D.1. Defining Community Case Study

Dale, Multi-Community Woman

Coming from a large nearby city, Dale now lives with her legal guardians, a great-aunt and great-uncle, who have a home just outside of a small Wisconsin town. Living in the country means that she is close to many farms but also has access to a variety of recreational opportunities offered by the school district and community-based programs in town.

Dale is 11 years old and attends one of the elementary schools and participates in many of the events including the Century 21 program. Recently she was chosen for a lip sync contest. She also was a member of the 5th grade summer/fall soccer program through the city recreational department and participated in an overnight camp with school classmates.

Dale attends church on a regular basis in a small village several miles away and has friends in the children's church school. Many of the friends that she made through church have asked her to stay with them, especially at times when her great-aunt and great-uncle are traveling for business purposes.

She gets to see her father monthly but her mother lives in another state so those visits are limited. Once in awhile Dale gets to see her brother and sister who are adopted by families living nearby. She also enjoys spending time with other relatives including cousins, who are close to her age, as well as her great-uncle's 100-year-old aunt whom Dale considers her great-great grandmother.

Reflection questions:

1. List all of the communities in which Dale is involved.
2. What do those communities contribute to her life?
3. What does she contribute to the lives of the communities?
4. What decisions do multi-community members have to make regarding their time, energy, family, commitments...?
5. Besides the time that it takes to travel, what other complications might result from being part of so many different communities?
6. What is your reaction to Dale and how she lives?
7. Why do think she might be involved in so many different communities?
8. How might Dale's choices or options change in a different time (25 years ago), different culture (Russia), different geographic location (rural/urban)? Now, relate this scenario to class:
9. What does the type of community mean for you as a human services worker?
10. What does the type of community mean for the participants in your program?

I.c. Building Community

D. 1. Analyzing Communities Case Study

Case Study for Rural Community:

The community of Rural is a rather large area in a central Wisconsin county. Most of the low-density population is present or former dairy and /or potato farmers with many retired farmers living in the actual village of Rural located near the center of the township. This is where the Volunteer Fire Department equipment is stored in the town garage along with snow removal

equipment. People can also use the attached meeting room upon request. The children attend school in a small city at least ten miles away from Rural but there is an unused school building with available land. There is also one remaining business, a repair shop. Most of the families are of German and Dutch decent and have low to medium incomes depending upon farm size, farm debt, or retirement plans. In addition to the farmhouses, there are some larger older houses in Rural and a nearby church.

Appendix B

II-1 Program and Employee Development

II-1.a. Organizational Investigation

D.1. Analyzing Personal Experiences Case Study

Seth Scenario

Seth is newly 17. He lives in a family, attends school, works a part-time job, participates in his community, and has a favorite leisure activity. You might think he's a pretty normal young adult and you're right. You might think that his life is simple and you're wrong. In fact, the lack of simplicity is actually something he has in common with many, many people of all ages. What does it mean for him to be a member of these various communities and what does his involvement in those same communities mean to those groups? Big question, big answer. Before those questions can be answered, more must be known about Seth and his many communities.

The longest relationship he has had is with his family community. He has a mom, dad, older sister, younger brother, 2 Husky dogs, and one hyperactive guinea pig. They have lived in their house for the last 5 ½ years. Before that they lived on the other side of town and before that in a neighboring state. He has stayed in contact with some of the hockey players from his last team and plays against them in some tournaments. His extended family still lives in the neighboring state and visits among family members occur regularly but especially on holidays and important birthdays. His mom works full time at the community park and recreation office and his dad works part-time for UPS and has a small business that he runs out of their home. His older sister is away at school and comes home for vacations and about 1 weekend per month. His younger brother is a shadow. He wants to follow Seth everywhere. Since he is hearing impaired, communicating with him requires extra effort. But, Seth is going to sign language classes and is getting pretty good at signing. The classes are held at the University Extension campus in the next county.

Being a high school junior requires lots of energy. Besides classes, there are girls! While not the most popular guy in school, Seth has a close circle of friends made up of girls and guys. He's dated a few, nothing too serious, nothing too long, but spends a great deal of time with his friends. He works pretty hard but often struggles with language arts but is very successful in music and computer classes. He's found that the computer skills are helping him be more successful in his writing assignments. In fact, he taken some of his compositions and turned them into songs. A software program allowed him to put the words to music. And the girls really liked that. His only conflict is on weekends when he has games and performances. After high school is still a gray area.

For 10 hours each week he works in maintenance for the park dept. His jobs are seasonal and include snow removal, lawn care, painting, cleaning type jobs. He works with adults most of the

time and gets along with them except for Crabby Chris. While making work a little challenging, it also helps him develop tolerance and coping skills.

Since he just turned 17, he was able to donate blood for the first time at the school blood drive. While he was there, he sat next to one of the teachers from the technical college and shared his love for computers. The teacher was just setting up a program for older folks to come in and learn how to use computers. Seth is going to sit in on a class or two and decide if he wants volunteer to help out.

Seth's true love is his leisure. Hockey since age 4. Many hours on the ice. Many bruises and early morning practices. His team is made up of players from 3 area high schools and their practices are held at the community ice center. All in all, he loves hockey and is sad that he near the end of his hockey career. Hockey has taught him a lot about life, responsibility, work ethic, and individual contributions to a team. He knows that next year when the current seniors are gone, it will be a new game.

Reflection questions:

1. List all of the communities in which Seth is involved.
2. What do those communities contribute to his life?
3. What does he contribute to the lives of the communities?
4. What decisions does a multi-community member or their family have to make regarding their time, energy, family, commitments, etc.?
5. Besides the time that it takes to travel, what other complications might result from being part of so many different communities?
6. What is your reaction to Seth and how he lives?
7. Why do think he might be involved in so many different communities?
8. How might Seth's choices or options change in a different time (25 years ago), different culture (Russia), different geographic location (rural/urban)? Now, relate this scenario to this class.
9. What does the type of community mean for you as a human services worker?
10. What does the type of community mean for the participants in your program?

Appendix C

II-3 Communication

II.3.a. Clearly Communicating

E. 1. Assessing Analysis of the Effectiveness of Communication

Tim Scenario

All his young life, Tim had wanted to become a kindergarten teacher. He like kids, was an early uncle to two nieces and a nephew, and had helped teach an early childhood Sunday school class. This was a successful experience, actually fun for Tim, but he found it somewhat frustrating when all of the children gathered around and he couldn't "hear himself think!" In fact, Tim would end up yelling at them to, "shut up". He acted wounded, and it took him several weeks to reestablish rapport. During this time, Tim had an opportunity to attend a workshop for Sunday school teachers. He went, but forgot to introduce himself and then he acted hurt when the new pastor didn't recognize him. After pouting for a while, he was encouraged to enter a group activity of sharing a successful teaching experience. He interrupted the sharing time to ask whether he needed to make reports on his class to the church council because he suddenly realized this was inappropriate and he apologized. When it was his turn, Tim decided to confess

how he lost his temper with his students. He expected negative criticism, but to his surprise, the facilitator of the teacher trainer workshop first complimented him for being honest and then told him that he admired his interest in learning about different approaches to teaching and his participation as a young professional. Tim's self concept "rose" as he left the group of co-workers to go home and work on his lesson plans for the next Sunday, and to do some reflection on his own career plans.

Appendix D

II-4 Documentation

II-4.a. Data sifter/On the Write Track

E.3. Assessing Letter Using Standards of Effective Documentation

II-5 Education, Training, and Self-Development

II.5.a. Traveling the Career River

D.5. Using Others' Evaluations in Self Assessment

January 20, 2002

Subway Scholarship Fund
P. O. Box 1465
Taylors, SC 29687-1465

Dear Scholarship Selection Committee:

The fourth column on your rating sheet is the best I've seen. It provides a space to identify students like Shawn Murphy. There are many students who are 'outstanding' but there are only a 'few' who fit into the top of those ever encountered. After many years of teaching it gets more difficult to remember students and that's when those special students stand out. Shawn will always be memorable because he has qualities that make him one of the very special kind.

Shawn has accomplished academic success through hard work and commitment. He wants to do well. He is willing to do, redo, adjust, and add to his work to make it right. He derives a sincere sense of accomplishment from knowing that he has done his best. He uses creativity to solve problems and reach goals. Self-discipline is reflected in his work ethic. Instead of needing reminding or prodding, he comes forward with results on his own. There are no limits to what he wants to and can learn. He looks for and accepts challenges, meets and accomplishes them, then looks for more. He asks not, "Am I done yet, but what can I do next?"

There are some who can light up a room when they enter. Shawn is that type of person. His leadership is subtle but very effective. He leads by example. Others see work getting done and are drawn in. He is a natural in groups or as a food service worker. He manages the rush with positive energy and efficiency. He handles the customer with respect and complete attention. If he makes your sandwich, you've gotten not only good food but also good care. You walk away with a smile. You'll come back for more of the special treats and special treatment.

Another of Shawn's teachers and I work together. We agree that he is exceptional. He is trustworthy without any doubt; he treats others with genuine respect and concern that is beyond his years. Seeing him help special needs students at a school sponsored fishery was heart warming! When something needs to be done, Shawn is the go to guy. He makes a difference is

the lives of those he encounters and will always be one of those who shapes their family, workplace, and community in a positive way.

I hope you find the best recipients for your scholarship. I believe Shawn qualifies.

Sincerely,

Mary Hansen

De Pere High School, Applied Academic Chairperson, Family and Consumer Education

Appendix E: Standards-Related Performance Assessment Scenarios

II-2 CAREER AND EDUCATIONAL SUPPORT

Scenario: Alex and Tom

Alex has provided support for Tom during his high school years. Tom, who has cerebral Palsy and uses a wheelchair, really wants to get a job and support himself, but he's not sure what he wants to do.

Alex has assisted Tom in setting up a vocational assessment with a local agency which has a good reputation for testing and individualized job preparation skills. The assessment program revealed that Tom has the skills and the inclination to practice data entry.

Satisfied with the assessment results, both Tom and Alex explored the job market by going over the help wanted ads in the daily newspapers and meeting with DOL job referral agents and personal contacts. Narrowing a few prospects, Alex personally visited a few employers and discussed with them the potential benefits of hiring someone like Tom. When he convinced four employers to grant interviews, Alex discussed with Tom the purpose and locations of the prospects. Tom liked three of the four.

Alex prepared Tom such skills as setting up an appointment, travel arrangements, appropriate dress for an interview, self presentation, and physical accessibility issues. All three locations needed some modifications to accommodate Tom and do their part in confirming with ADA.

Two of the three employers offered Tom entering data, one doing inventory, the other mailing list job was more appealing to him. Alex agreed with Tom's choice because the co-workers seemed friendly and they would probably provide, with some coaxing from Alex, some important supports for Tom.

Tom called the mail order company and both agreed he would start in two weeks.

II-4 DOCUMENTATION

Scenario: Erica, Julie, and Debbie

Erica is a primary support staff for Julie. Julie lives at home with her elderly mother. Julie would like to move in with her friend Debbie, who she knows from her vocational program. Erica has discovered that an opening exists in the residential program where Debbie lives and contacts the person in charge of that program. That person asks Erica for a lot of information about Julie. Erica knows that although Julie really wants to move here, she needs consent to release any information. Erica arranges to meet with Julie and her mother, who is also Julie's

guardian, to discuss what information has been requested by the residential agency. She reviews the release of information form used by her employer and asks Julie's mom for her consent. Julie's mom agrees and signs the form.

Erica takes the form back to her office and begins to gather the information which has been requested. She uses Julie's program file, medical records, and the computer database to get this information. Before sending it to the residential program, Erica reviews it to make sure it is complete and legible. She is happy that she has worked with her supervisor to develop a schedule which allows for a couple of paperwork hours a month so that she is current on all required documentation. She knows that being able to easily access this information and have it ready will help expedite the possibility of Julie's being able to move. As she and Julie have worked hard together to get to this stage, she is glad her system works so well.

Happily, Julie calls Erica several days later to tell her that she has been accepted into the residential program and will be moving in with her friend Debbie. Erica helps Julie and her family get ready for the move. At the admission meeting, Julie's mom seems confused by all the forms she is required to sign. Erica and the director of the new program take the time to explain the forms and their legal rights to confidentiality. Julie and her mom talk and then sign the forms.

II-5 EDUCATION, TRAINING, & SELF-DEVELOPMENT

Scenario: Judy

Judy felt that her training was over when she graduated. Suddenly she felt that the need to "be more productive in serving persons at the agency." While not knowing the full process of getting back into the educational arena and somewhat fearful of going back to school, Judy decided to enroll in Bedford Junior College.

She is taking a course in Human Relations and is not only enjoying the interaction, but has also had a chance to apply the principles to her work. She expects the agency to endorse her efforts and Judy's supervisor has agreed to give her administrative leave to complete her study. The agency has already agreed that if she wants to take another human service or self-improvement related course, next semester, she will again be compensated for the full cost including text.

II-6 Community and Service Networking

Scenario: Kendra and Josh

Kendra and Josh are recently divorced. Kendra is cognitively disabled (a slow learner) and has found it very difficult to continue parenting an ADD (attention deficit disorder) eight year old. She is kind to him, but really cannot help him with his schoolwork. The parenting expectations plus the fact that her 'ex' is harassing her by repeatedly driving by and making anonymous phone calls have made her anxious. The neighbors in her secure, but basic apartment are complaining. They are tired of his actions and that's compounding her anxiety. She also has difficulty handling her money and has written a few bad checks. Josh has approached her in a public and has threatened to get 'the boy' because he does not have any visitation according to the settlement agreement. Kendra remains lonely, uncertain, frustrated and scared.

II-7 PARTICIPANT EMPOWERMENT

Scenario: John and Steve

John told Steve, his independent living counselor, of pain and difficulty he experiences every day because his bathroom is not well adapted to his needs. Because his condominium was considered to be “accessible” by the local housing authority personnel who had helped him to obtain the accommodations, he was uncertain about whether he should or could ask for additional modifications and asked Steve to make some calls on his behalf.

Steve reassured John that it is appropriate and necessary to seek accommodations that really work for him and he told John that he had confidence in his ability to solve the problem on his own. Steve offered to help John think through the issues and offered to provide John with personal support at meetings if he needed that kind of help.

Steve listened carefully to John and learned all the details of the every day difficulties John was experiencing and together they made a list of these problems. Next, they worked together to identify the people and places John should call to seek assistance. At their meeting, John reported happily that he found help at the Rehabilitation Commission which offered grants for improvement of accessibility and had completed an application. Steve commended John for his personal advocacy and asked Steve for information about the grant program to help others he counsels.

II-8 ADVOCACY

Scenario: Jack, Bill, and Susan

Jack has lived in a group home for over four years. With the support of the staff who work there, Jack has learned many skills and made much progress. At this time in his life, he would like to move out of the group home and into his own apartment. Jack does not currently have a funding source to support this move and his current social worker is not actively assisting him in this process.

Bill, who has been Jack’s primary counselor at the group home supports Jack’s desires to move. Bill helps Jack arrange a meeting with his family/friends so that Jack can talk with others about moving and what obstacles need to be overcome in order for this to happen. Bill assists Jack in developing an agenda for the meeting as Jack wishes to be in charge of the meeting. Bill helps Jack to identify his many accomplishments in the past several years which have enabled him to be prepared to move to a more independent setting in the community.

At the support team meeting, Jack and Bill together explain why Jack is ready to move. Jack is in charge of his own meeting and follows the agenda he has planned. During the meeting the social worker asks many questions. Jack responds and at the end of meeting agrees to help secure the financial resources needed for Jack to move.

In the next month, Bill and other family/friends support Jack in getting ready to move. Together, Bill and Jack review the local paper, looking at apartment ads and visiting a number of them. Some landlords seem reluctant to rent to Jack after discovering he has a disability. Bill has checked into fair housing issues and laws and is able to remind landlords about this and advocate on Jack’s behalf. Bill helps Jack to locate the number for the local disability advocacy office to

get further support for his move. Susan is assigned as an advocate for Jack and works with his social worker to obtain the needed funding.

Finally, two months later, Jack moves into his new apartment. Bill visits Jack on a regular basis. Susan also remains involved with Jack. Together, the two of them make a presentation to a neighborhood council in support of community inclusion. As a result, Jack now is a member of the neighborhood council and has made several new friends.

II-9 ASSESSMENT

Scenario: Elena and Judy

Elena is a 52-year-old woman who has resided at Dover State School since she was 11 years old. She has been provided the opportunity to move into a home in the community and Judy has been assigned to assist her to make the move and plan for her new life in the community. Judy sits down with Elena to determine that alternative communication methods or an interpreter is not necessary to communicate with her, and to discuss her goals, interests and preferences. She asks Elena about the things she would like to do and achieve at home, at work, and during leisure time. She notes that Elena has many strengths: she is in good health, is social, can convey her needs and wants, and has a very supportive brother. Judy also notes that Elena would like to work in a greenhouse and needs to learn to follow directions. Judy determines that it is important to obtain a current health assessment and to assess her current work skills. She explains what the doctor will do during the physical examination so Elena will feel more comfortable.

Judy thinks that the records for the state school will be helpful to her in supporting Elena to plan her future, especially the results of previous psychological and social evaluations. Judy discusses this with Elena and obtains her permission to request these past evaluations from the state school. They discuss the fact that Judy will not share the results of these evaluations without Elena's full permission.

Judy wrote up the assessment results and obtained permission from Elena to send those results to several community agencies that have supports which may meet her needs.

II-10 LIFE SKILLS DEVELOPMENT

Scenario: Niles and Joe

Niles has lived at home with his family for many years. His parents are aging and are having a difficult time coping with Niles' behaviors. Joe is a CSHSP who works for a local multi-service agency that provides residential and vocational supports to people with disabilities.

The county case manager was contacted by Niles' family and then arranged for vocational, developmental, psychological and medical assessments to be completed on Niles. Based on the assessments that were complete, the case manager referred Niles to Joe's agency for vocational support services.

Niles and Joe have spent a great deal of time talking with and learning about one another over the past several weeks. Niles really enjoys animals and so Joe and he made a number of trips to local pet stores. Joe realized that Niles was a lot more comfortable discussing future goals and issues when they were on their way to and from the pet stores. In these informal conversations, Joe learned that Niles was quite knowledgeable about fish, dogs, and turtles. He also learned

that Niles had excellent communication skills and was extremely motivated to work as a sales person in a pet store.

While visiting the local pet stores, Joe introduces Niles to the owner and many of the people who worked in the store. He also arranged for Niles to learn how to ride the local transit bus alone. One day the owner asked Niles if he'd be interested in a part-time job stocking the fish tanks. When Joe learned of this opportunity, he asked Niles if he wanted any assistance in learning about how to do his new job tasks. Niles indicated he wasn't worried about doing the work but was afraid his co-workers wouldn't like him because of his "tics" (Niles has Tourette's syndrome which causes him to have occasional physical and verbal tics.) Niles wanted Joe to come to work with him the first few weeks and to help him tell his co-workers about his tics.

II-11 FACILITATION OF SERVICES

Scenario: Sara and Jean

Sara, a single woman living in Boston, was hit by a speeding car while walking her dog one evening. She received internal injuries, a compound fractured right leg, and a fractured skull. After numerous operations and nine months in the hospital, Sara's internal medical injuries healed, her leg was still in a full cast, but her head trauma resulted in leaving her partially paralyzed on her left side, with difficulty speaking, and difficulty recalling things that occurred only moments before. The medical team indicated that she was ready physically to leave the hospital. They noted she would benefit from a community case manager to assist her in transitioning back into the community.

Jean a community based support worker was assigned to Sara's case. She met with Sara in her hospital during a team meeting. Jean expressed that she would be meeting with Sara over the next few weeks to discuss possible issues that she might be confronted with in returning to the community. Sara angrily expressed that she could take care of herself and did not need anyone's help. After the third meeting with Sara it was clear that she was in denial of her actual injuries. She was no longer able to make clear decisions. She could barely speak and had difficulty recalling things that happened just a few moments before. Doctors indicated it was unclear how long Sara would be like this, one month, ten years or longer. The idea of returning her to live on her own was unrealistic.

Jean expressed to Sara and the medical team that one of the first steps would be to clarify where she was going to live when she left the hospital. Sara's friend Victor noted that he worked full time, but could look in on her once in a while. Sara's parents were elderly and lived in Florida.

Jean sought out the possible options: rehabilitation hospitals for individuals with head injuries; her parents; or relocation to a more accessible apartment with support of out-patient rehabilitation services.

II-12 CRISIS INTERVENTION

Scenario: Alex, Tom, and Dana

Alex provides support to Tom and Dana who have shared an apartment for two years. During this period Alex has been their main source of support for managing their household affairs. Both men have a good relationship with Alex and look forward to his visits. Tom also has a girlfriend with whom he visits with regularly.

Tom and Dana have enjoyed a solid friendship but over the past 3 months Tom has had several conversations with Alex regarding his growing concerns about Dana's behavior. According to Tom, Dana has begun to drink heavily and his drinking episodes are often characterized by verbally abusive and argumentative behavior. On occasion, Dana has smashed glasses and other objects. Tom has asked Alex to come and facilitate a discussion between the two room mates to try and improve the situation.

Alex arrives at the apartment and finds Tom and Dana in the middle of an argument and Alex sees Dana smash his coffee cup on the kitchen floor.

Alex speaks to Dana calmly and manages to convince him to go into the bedroom to talk things out privately. Alex notices that Dana smells of liquor and is slurring his words and makes a judgment that it would be futile to try to do more in conversation than try to calm him further and suggest he sleep for a while. Dana is receptive to this suggestion and Alex rejoins Tom in the living room.

Alex offers to stay with Tom for a while. During this time, they discuss the situation in depth and Alex helps Tom to identify the choices that are available to him on a short and long term basis to ensure his safety and to improve the quality of his life. Tom decides to stay at his girl friend's house that night and to begin a search for a new living situation the next day. Alex asks Tom if he would like some assistance with the search.